

# Welcome to Thorney Island Community Primary School



## School Prospectus



A University of Chichester  
ITT Partner School



To excite, challenge and support all learners to progress, make a  
positive contribution and achieve their potential

Determination



Concentration



Enjoyment



Learning



# **WEST SUSSEX COUNTY COUNCIL**

Information relating to THORNEY ISLAND COMMUNITY PRIMARY SCHOOL  
published for the academic year 2019/2020.

## **GENERAL INFORMATION**

Name: **Thorney Island Community Primary School**

Address: **Thorney Island  
Emsworth  
Hants  
PO10 8DJ**

Telephone: **01243 371317**

Website: **[www.thorneyisland.w-sussex.sch.uk](http://www.thorneyisland.w-sussex.sch.uk)**

E-mail: **office@ticps.co.uk**

Headteacher: **Mr Dean Clegg**

Chair of  
Governors: **Major (Ret'd) Chris Hallam**

No. on roll: **211 in September 2018**

Age Range: **4 to 11 years**

Thorney Island School is maintained by West Sussex Local Education Authority  
whose address is:

**Education Department  
County Hall  
Chichester  
West Sussex  
PO19 1RF**

Telephone: **01243 777100**



# THORNEY ISLAND COMMUNITY PRIMARY SCHOOL

Dear Parents,

Welcome to Thorney Island School. We hope this prospectus will help to introduce the school to you and answer some of the questions that you may have.

We trust that all who work here will find the school a challenging, exciting and happy place, where they will feel secure and confident. All who come to our school are expected to work hard, to show respect for others and their environment and to adhere to a clear code of conduct. Through the tasks they do in their day to day work the children will be able to gain an understanding of their own world and the importance of their place in it. Our aim is to excite, challenge and support all learners to progress, make a positive contribution and achieve their potential.

We realise that in order to achieve success it is vital to work in partnership with you. Because of this we make parents welcome and are keen for you to be involved in the many aspects of school life.

A booklet such as this can only provide you with an outline of what the school believes in, what it does and how it works. We should be happy, therefore, to show you around when the occasion arises, in order for you to gain a better idea of how the school operates.

Yours sincerely

*Dean Clegg*

Dean Clegg  
Headteacher

Yours sincerely

*Chris Hallam*

Chris Hallam  
Chair of Governors

*Thorney Island Community Primary School is committed to safeguarding children and promoting their welfare and expects all staff and volunteers to share this commitment.*

## **MEMBERS OF STAFF**

Mr D Clegg	- Headteacher
Mrs K Moody	- Assistant Headteacher / Class Teacher
Mrs J Jones	- SENCo/Inclusion Leader
Miss R Goss	- Class Teacher
Miss S Rutter	- Class Teacher
Mr D Vokes	- Class Teacher
Mr T Stamp	- Class Teacher
Miss Z Noyce	- Class Teacher
Mrs J Young	- Class Teacher
Mrs J Jessett/Mrs J Noble*	- Class Teacher
Mrs J Jackson	- PPA Teacher (part time)
Mrs K Jennings	- PPA Teacher (part time)
Mrs J Maher	- PPA Teacher (part time)
Mrs J Morton	- Supply Teacher
Mrs B Clegg	- 1:1 Teacher
Mrs S McCrossan	- School Business Manager/ Clerk to Governors
Miss T Rowe	- Secretary
Mrs K Phelps	- Teaching Assistant (HLTA)
Mrs S McCarthy	- Teaching Assistant
Mrs J Fidler	- Teaching Assistant + Mid-day Meals Supervisor
Mrs L Day	- Teaching Assistant + Mid-day Meals Supervisor
Mrs C Roberts	- Teaching Assistant
Mrs Z Hearn	- Teaching Assistant + Mid-day Meals Supervisor
Mrs J Booth	- Teaching Assistant + Mid-day Meals Supervisor
Mrs McFarlane	- Teaching Assistant + Mid-day Meals Supervisor
Mrs S Unsworth	- Teaching Assistant
Mrs K Martin	- Teaching Assistant
Mr T Howard	- Teaching Assistant
Mrs M Daumann-Rattenbury	- Teaching Assistant + Mid-day Meals Supervisor
Mrs K Annand	- Mid-day Meals Supervisor
Mrs S Saunders	- Cleaner in Charge
Mrs J Wright	- Cleaner
Mrs K Carmon	- Cleaner
Mr G Paxton	- Caretaker
Mr A Pocklington	- IT Technician

\* Mrs Noble is covering maternity leave for Mrs Day who we hope will return to school in the new year.

## SCHOOL GOVERNORS

Mr C Hallam	- LA Governor (Chair)
Mrs J Inglis	- Co-opted Governor (Vice Chair)
Mrs Z Jeffery	- Parent Governor
Mrs E Males	- Parent Governor
Mrs J Maher	- Parent Governor
Mrs E Bradley	- Parent Governor
Mr D Clegg	- Headteacher
Mrs K Moody	- Staff Governor
Mr D Vokes	- Co-opted Governor
Mr E Quin	- Co-opted Governor
Mr R Wood	- Co-opted Governor
Vacancy	- Co-opted Governor
Lt Col C More	- Associate Governor



## **AIM**

We believe that our school should be a challenging, stimulating and happy place in which learning is the core purpose. We want everyone in the school to feel that they can be secure, can grow in confidence, can enhance their self-esteem and know that their individuality will be fostered.

Through the tasks children do in their day to day work they will be able to gain further understanding of their own world and the significance of their place in it. They will develop skills, knowledge and attitudes which will provide them with a foundation for future learning and life. They will have the opportunity to achieve success whilst seeking to fulfill their potential as independent learners.

Adults, too, will have the chance to further their own knowledge and understanding of the work they do in order to support the core purpose of the school.

Everyone will be expected to work hard and to show consideration for others and the school environment. Great value is placed upon the partnership between home and school and every effort will be made to promote an understanding of the responsibilities shared by parents and professionals. We wish everyone associated with the school to feel welcome and appreciated.

Our fundamental aim is to provide the best possible education for all the children.

**The school was last inspected by the Office for Standards in Education [OFSTED] in February 2018. We were extremely pleased that the inspectors acknowledged that:**

**The overwhelming majority of parents and carers are extremely positive about the school because their pupils are happy, taught well and make good progress.**

**Children get off to a good start in the early years and make good progress in all areas of learning. They quickly become sociable, friendly and articulate.**

**Pupils have positive attitudes to learning and enjoy school. They work hard, take pride in their achievements and achieve well.**

**Pupils behave well around the school and at free times. Their behaviour is impeccable in assemblies.**

**Teachers cultivate a love of reading from an early age. Pupils are knowledgeable and talk enthusiastically about the authors they enjoy.**

**During the inspection the support of parents was highly praised and it was noted that the well-being of pupils is central to the school's work and that all staff embrace their responsibility to ensure that pupils are safe and well cared for.**

## **ORGANISATION**

Next year the school will have nine classes for children aged from 4 to 11 years old. For the academic year 2019/2020 it is hoped classes will be organised as follows - Barn Owl and Tawny Owl Classes for Year R, Osprey Class for Year 1, Falcon Class for Year 2, Kestrel and Harrier Classes for Year 3, Merlin Class for Year 4, Hawk Class for Year 5 and Eagle Class for Year 6. Occasionally, to maintain classes of equal size and to accommodate all those that wish to attend our school, we have to have some mixed year group classes.

Along with nine classrooms, the building includes a Hall that is used as a dining room, for assemblies, P.E. and Drama, as well as a library and food technology area. In addition, there are sufficient cloakroom and toilet facilities and administrative accommodation. The school grounds are constantly being developed with several hard-surfaced play areas, an adventure playground, an all-weather daily mile track and a large field which is used for a variety of sporting and recreational activities throughout the year, as well as for part of the school's environmental studies programme.

## **PARENTAL INVOLVEMENT**

We realise that in order to achieve success it is vital that we work in partnership with you, the parents. This may mean that while you are associated with the school we may ask you to help with reading at home, invite you into school to help make something or request your attendance at a meeting about new projects. This will happen because we want to involve you in providing the best possible education for your child.

### **Play and Share**



Parents are involved in the work of the school community in various ways. Parents who are available are welcome to help in classes, perhaps with art/craft activities, or in hearing children read, or maybe accompanying the teacher in taking groups of children on a local visit.



Parents interested in coming into school to help are invited to discuss the matter with their child's class teacher. Parents are also encouraged to come to the school on an informal basis whenever they have any difficulties or concerns.

We do our best to keep parents informed about general school matters through our regular newsletters, information evenings and ParentMail.



We have an active school community who support the school in organising a range of events over the school year.

## **SCHOOL UNIFORM**

We believe school uniform encourages a sense of identity and pride and that it is also an inducement to good behaviour. For these reasons it is expected that all parents support the tradition that all children wear the prescribed school uniform which is:

Grey/black trousers, skirt or pinafore dress

White polo shirt, white school shirt or white blouse

Red sweatshirt or cardigan with school logo (available from the school office)

White/grey/black socks or plain red/grey/black tights

Trousers can be long or short.

Shirts/blouses can be long or short sleeved.

A sensible pair of black school shoes are required for all pupils. (No trainers or boots). Children are allowed to change into trainers for break times.

### **Optional Items**

Red and white check dress

Black or white sandals in warm weather

Hat (A baseball cap with school logo can be ordered from the school office)

Coat (with school logo can be ordered from the school office)

## **SCHOOL P.E. KIT**

A white T-shirt in addition to their school shirt or blouse and black shorts are needed for P.E. Tracksuits may be worn in cold weather for outdoor games. All children need correct footwear for P.E. therefore plimsolls or trainers are required.

Please ensure that P.E. Kits are in school each day to minimise disruption to lessons and to avoid children becoming upset.

Sweatshirts and cardigans with the embroidered school crest can be purchased from the school office.

**ALL ITEMS OF UNIFORM AND P.E. KIT MUST BE NAMED.**

## **JEWELLERY**

Children are allowed to wear a watch and one pair of ear studs. For health and safety reasons no other jewellery is allowed in school. If children wear rings or necklaces they will be asked to remove them, they will then be placed in an envelope and sent home. Stud earrings will need to be taped for P.E. lessons.

## **DISCIPLINE**

The general behaviour of pupils is a matter of great importance in the running of the school and to the well-being of our community. Qualities of honesty, kindness and fair dealing are constantly encouraged whilst politeness and thought for others are regarded as the basis of relationships between pupils, staff and visitors. Children are expected to be responsive to discipline and to observe school principles and parents are consulted at an early stage when a pupil's behaviour causes concern.

The following thoughts and principles were drawn up in consultation with the children. These apply just as much to the adults in the school as to the children.

- a) We believe that behaviour in our school should be based upon care, consideration and thought for other people.
- b) We believe we should always try to do our best to behave in ways which will not cause harm or nuisance to anyone else and be of benefit to everyone, including ourselves.

## **PRINCIPLES OF BEHAVIOUR**

1. Always try to do our best and work our hardest.
2. Always treat other people kindly and politely.
3. Always walk about the school quietly and thoughtfully.
4. Always play sensibly and carefully.
5. Always do as we are asked by the adult in charge.
6. Always think about what we do and say.

A detailed Code of Conduct is available for all parents.

## **PERSONAL PROPERTY (including prohibited items)**

Please do not allow your child to wear make-up or to bring to school mobile phones, i-pods, toy guns, knives or any other form of weaponry. A large variety of play equipment is provided by the school to make playtimes as enjoyable as possible so there is no need to bring equipment such as footballs from home. Sweets including bubble gum are not allowed. **Whilst it would take up too much space to list every item of personal property that is or isn't allowed we do rely on parents to exercise their own good sense over personal property brought to school.**

It is also necessary to state that all personal property brought into school, including watches, is brought at the owner's risk, and though we shall do our best to minimise loss or breakage we cannot be held responsible for such occurrences.

## **LOST PROPERTY**

To avoid many of the problems associated with lost property we ask that all items of clothing and PE Kit are named. Inevitably items are mislaid. Any property found in school and not named is retained until the end of term and then disposed of if unclaimed. Please enquire at the School Office if your child has lost any property.

## **ABSENCES**

If your child is away from school for any reason you should telephone the school, before 9.30am, on their first day of absence. Other than sickness, medical/dental appointments, absence from school will only be authorised for Pre & Post Operational Tour Leave (max 5 days) and when visiting a new school (1 day). Leave may also be granted in exceptional circumstances i.e. to observe a Religious Holiday but this is at the discretion of the Headteacher. The school may involve Pupil Entitlement for any child whose attendance falls below 90% and a Fixed Penalty Notice may be issued when a child has a minimum of 10 school sessions recorded as unauthorised in any 10 week school period (a school day is divided into 2 sessions, am and pm).

## **MEDICINES**

Administering medicine to children is an extremely complex issue. Staff at the school will administer medication both prescribed and non-prescribed in line with the school's Administering Medicines Policy, which is available to view on the school website.

In brief, if your child requires medicine during the school day, please bring it to the office where it will be kept in a locked cabinet/fridge. You will be asked to complete a Consent Form giving details of the dosage and when the medicine is to be taken/administered. Only medicine in its original packaging, complete with the Patient Information Leaflet and requiring administration 4 or more times a day will be accepted.



## LUNCHTIMES

Hot lunches are available at Thorney Island School and all children in years R-2 are entitled to receive this free of charge whilst a small charge is levied for children in other year groups; children are still welcome to bring a packed lunch if they prefer. For information on hot lunches please speak to Miss Rowe in the school office. Fizzy drinks or hot food should not be brought into school. Water for drinking is available at lunchtime and throughout the day. Mealtimes are supervised by school staff. If your child is eligible for a free school meal please let us know - all information is treated in confidence. Children may go home for lunch if parents so wish, but written permission from parents is necessary.



## PLAYTIMES

We aim to make playtimes as enjoyable as possible and our School Council have bought many new games for the children to play with.



## THE CURRICULUM

### CURRICULUM PRINCIPLES

The curriculum aims to help pupils to acquire knowledge and skills and develop positive attitudes in preparation for future learning, a fulfilling adult life and employment. It is designed to provide progression and continuity.

Lessons are structured in such a way as to give a balance of learning opportunities in a wide range of subjects and in aspects such as Personal, Social and Health Education. The subjects taught are English, Mathematics, Science, Computing, History, Geography, Art and Design, Music, P.E., Languages and Design Technology. Religious Education is taught in line with the West Sussex Agreed Syllabus. The school has always given English and Mathematics a high priority and as such these subjects form the majority of lessons in each year group. The school uses material from a range of sources to supplement and complement its own schemes of work.

A carefully structured but flexible approach to a child's individual needs will be established by means of small group work, individual, and whole class teaching as appropriate to the task and ability of the child.

Homework is an element of the curriculum and is set for all children. For guidance on what is expected from the school and parents of each age group, please refer to the Homework Policy. We believe it is absolutely vital that you are able to support your child in this work as it helps to establish the partnership between home and school and it reinforces the fact that the learning process is continuous. You are, after all, the first and most effective teacher of your child.

The school's Teaching and Learning Policy details the key principles behind the school's approach to teaching and learning and a copy of the policy is made available to all new parents.





## **SUBJECT INFORMATION**

### **ENGLISH AND MATHS**

The essential skills of literacy and numeracy are fundamental to future learning. We aim to help children to learn to read and write fluently, to listen attentively and with understanding and to speak clearly and confidently for various purposes. We aim, also, to develop their mathematical skills, knowledge and understanding so that they can apply these aspects of learning in real situations. These subjects are the building blocks for many other areas of the curriculum.



### **COMPUTING**

We strongly believe that computing should be used to support the full range of the curriculum, wherever it is beneficial, using technology to find, explore, analyse, exchange and present information responsibly and creatively.

Children learn how to employ technology to enable rapid access to ideas and experiences from the internet. We subscribe to a variety of learning platforms that enables individual teachers to personalise the learning in their class and which act as a resource bank for games, homework assignments and quizzes all of which support learning in school.

Each class is equipped with a minimum of; an interactive whiteboard, a digital camera and 6 laptops or desktop computers. A bank of 30 laptop computers and 120 iPads are also available to be used by the children across the school when needed. These are used to support and evaluate a range of learning in all subjects as well being used to deliver the core computing curriculum such as programming and digital literacy.

Parents have access to a copy of the Acceptable Use Policy and are required to sign an agreement confirming their acceptance of the policy and giving permission for their child to make use of the internet in school. Children are also taught to use the internet responsibly and to stay safe whilst on line.

## **SCIENCE, HISTORY AND GEOGRAPHY**

The children will gradually gain knowledge of themselves, their environment, and of their place in the wider world through a planned study of these subjects. Plans for each subject are designed to ensure continuity and progression for each child at his or her own level of skill and understanding. For the youngest children plans will include a programme of visits on or adjacent to the Island where the children's learning will start from first-hand experience.

As the children progress through the school visits further a field will form part of their study and the pupils will begin to use other sources of information to develop their learning.



Much of the work will involve investigation and enquiry and is designed to stimulate children's ability to think through a problem and anticipate outcomes, both individually and in co-operation with others in a group. A good supply of books, audio-visual and ICT resources are available and all pupils will be taught to use these essential tools in their learning.

## **MUSIC**

In music the emphasis is on children enjoying music. A practical approach involving the use of tuned and untuned percussion instruments is adopted to compose songs, tunes and accompaniments. Children listen to music and learn a wide range of songs, including traditional and modern arrangements. The use of new technologies is also being developed to promote both skills in composition as well as the children's ability to read music. Whole class clarinet tuition is provided in Key Stage 2 to ensure that each child has the opportunity to learn to play a musical instrument.



## ART AND DESIGN

Opportunities to draw, paint and model are fundamental to children's artistic and personal development. Art is important in its own right as well as in the contribution it makes to other areas of the curriculum. A range of materials are available to encourage and extend the children's creative talents. As they mature children are introduced to more sophisticated techniques in drawing, painting, printing, dyeing, sculpture, textile and clay work.



## DESIGN AND TECHNOLOGY

Design and Technology encourages children to think creatively and to develop as independent problem solvers. It requires them to work both individually and as members of a team in identifying needs, to respond to them by developing a range of ideas and making products and systems. They learn to combine practical skills with an understanding of how a product or system looks, social and environmental issues, function and industrial practices. In Design and Technology children become inventors.



## PHYSICAL EDUCATION

The school offers a varied programme of P.E. activities. Educational Dance and Drama is recognised as an important tool for children's personal development, affording opportunities for self-expression and control, and establishing confidence and co-operation within a group. Co-operation is fostered further by participating in team games such as football, netball or hockey. Opportunities to participate in athletics and gymnastics aim to extend the range of children's physical control and skill. As a result of the programme they are helped to become more skilful and encouraged to enjoy that element of competition where they match their skills and competence against others or against their own levels of performance.



Lunchtimes are also a time when our Playground Activity Leaders (P.A.L's) have an opportunity to set up and run games for the younger children. This develops the leadership skills of the older children and the physical skills of the younger children. We also enjoy a traditional Sports Day which is fully supported by parents, other family members as well as the wider community.



## PERSONAL DEVELOPMENT AND RELIGIOUS EDUCATION

The personal development of pupils and the establishment of healthy attitudes of mind are important features of the primary years, and the aim of the school is to foster caring relationships between the adults and the children, and among the children themselves. The aims of Religious Education and the Programme of Study are those set out in the West Sussex Agreed Syllabus for Religious Education. School Assemblies and Religious Education lessons provide excellent opportunities to think together about worthwhile values and the spiritual and cultural heritage within which the children are growing up. They help to develop in the children a sense of personal responsibility, an understanding of others and a positive attitude towards playing a full part in the life of the school community. If parents wish to withdraw their child from Religious Education they should contact the Headteacher.



Visit to Chichester Cathedral



Awe and Wonder



Children in Need



Cleaning up in the Play Park  
Looking after our Community

In Personal, Social and Health Education (PSHE) children are helped to gain an understanding of their own physical and emotional development, to reflect on the benefits of positive relationships and to appreciate the importance of a healthy life-style. Sex Education is taught in line with the School Policy which has been agreed by parents and school governors. If any formal aspect of human reproduction is to be covered, parents will be requested to complete a permission slip and they will be offered an opportunity to view any material that will be used in such lessons.

## LANGUAGES

In Key Stage 2 the pupils will begin to learn French. The emphasis is on having the confidence and ability to communicate in a foreign language. As they increase their understanding of the language they will have opportunities to apply their skills to read, enjoy and make use of a widening range of texts. Through this study and other geographical topics the children will be given an insight into the people and traditions of other cultures.

## CROSS CURRICULAR THEMES

There are many situations within the curriculum where the children are able to pursue themes that cross subject boundaries. Much of the work done in Science, History, Geography, Religious Education and PSHE is through the medium of topics. It is this kind of study which provides the children with learning opportunities that do cross the subject boundaries and helps broaden their understanding of themselves and their world. Many of the topics lend themselves to links with Maths, Art, Music and Drama and, of course, English is a vital element of most topic work.



We like to dress up ...  
even the teachers!



Hooks into Learning  
We go on lots of visits to make sure  
learning is enjoyable and relevant.





International Week  
Where children meet people  
from all over the world.



## THE FOUNDATION STAGE

Our Foundation Stage promotes self initiated learning and encourages children to become confident, independent learners who can identify what they need to advance their own learning. Whole class, small group and individual teaching are used to ensure that every child achieves their full potential.

Before children come into school it is our aim for them to meet their new teacher in their pre school setting and they will be invited into school for a taster session. Parents too, will be given opportunities to meet the Early Years Foundation Stage Teacher, the class Teaching Assistant as well as the Headteacher and other key people they may come into contact with at school. We find that children are then happy to come into school and the transition process is a smooth and positive experience for all.



Meet the bugs!



Outdoor Learning

## EXTRA CURRICULAR ACTIVITIES

The school offers a wide range of extra curricular activities for all children. These normally take place after school, usually under the supervision of a teacher, teaching assistant or qualified coach. The activities offered in a particular term will be notified at the beginning of each term. They may include football, choir, netball, athletics, tennis, construction, creative, homework, ball games, cooking, wool craft, chess, dance, cricket, yoga, computing or rounders to mention but a few.

Educational visits (including residential visits) incur extra expenditure which the school is not always able to subsidise. Therefore, parents are requested to make a voluntary contribution towards the cost of the activity. A copy of the school's charging policy is available at the school or its website for inspection.

### Cobnor Activity Centre 2018



On residential visits children take part in activities such as team building exercises, sailing, rafting, archery and ropes courses. At present we tend to alternate our visits between Cobnor and Sayers Croft Activity Centre's. One being coastal whilst the other is more rural.



## **PUPILS' PROGRESS**

The progress made by pupils in all areas of the curriculum is a matter of concern to parents and teachers. All parents are encouraged to take an active interest in their children's progress by attending the termly consultation evenings. Annual Reports, including results of any formal assessment at the end of National Curriculum Key Stages, are distributed prior to the Summer Term Open Evening with a Mid-Year Report being distributed prior to the Spring Term Open Evening. Parents are welcome to discuss their children's progress at other times if the need arises and should telephone the headteacher to arrange an appointment. On occasions the school may contact parents if there is a particular concern. A Celebration Assembly each week recognises pupil's achievements both in terms of behaviour and academic progress.

## **SPECIAL NEEDS**

It may be anticipated that most pupils will make steady progress. Teachers test pupils' levels of competence and understanding regularly, particularly in Maths and English. Where children are identified as having special needs (and it is recognised that nationally 20% of all children will have a special need of some kind during their school life) arrangements are made within the resources available to address these needs.

These arrangements include:

- a) additional differentiation of tasks within the planned daily work in class;
- b) individual support provided by a Teaching Assistant or the schools S.E.N.Co.
- c) the support and advice of the Educational Psychology service or other agency
- d) the provision of information regarding the process of acquiring an Educational Health Care Plan (i.e. what used to be referred to as statementing leading to a formal Statement of Special Needs.)

The school supports the principle of inclusion and believes that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act 2002 and our school Special Educational Needs Regulations.

**Parents are notified as soon as possible when children appear to be experiencing any major difficulties with learning and /or behaviour and are always consulted with regard to what action should be taken.**

## **PROCEDURES AND STATUTORY INFORMATION**

Parents and the general public have access via the school or its website to the following documents and information:

1. School Policies on the Curriculum, Behaviour, SEN, Accessibility, etc.;
2. Any statutory instruments (including statutory orders for National Curriculum subjects), circulars and administrative memoranda relating to powers and duties under Chapter One of the Education Act (The Curriculum) which are sent to schools by the DFE;
3. Any subsidised OFSTED reports which refer expressly to the school;
4. Any syllabuses followed, whether for public examinations or otherwise;
5. Publication Scheme under the Freedom of Information Act 2000

Any parent wishing to make a complaint should, in the first instance, contact the Headteacher. Full details of the complaint's procedure are available from the school.

## **ATTENDANCE**

Statistics for children of compulsory school age in the year ending July 2018 were as follows:

% of half days missed through authorised/unauthorised absence: 3.46%

% attendance: 96.54%

Our attendance was judged close to outstanding by Ofsted due to the fact that the children said they enjoyed coming to school so much as learning was fun. Our attendance statistics regularly place us in the top 10% of schools in West Sussex.

## **NATIONAL CURRICULUM ASSESSMENT RESULTS**

These will be available on the school website.



## **ADMISSION ARRANGEMENTS**

All enquiries regarding admissions to Thorney Island School should be made via the West Sussex Admissions Office in Worthing, however, please feel free to contact the school if you have any concerns or questions. We welcome and encourage all prospective pupils and parents to visit our school.

From September 2011, parents were given the right to choose when their child starts full time at school during an academic year. Legally, children only have to start school the term following their fifth birthday. Each child is an individual and some cope better with starting school than others. A phased approach may be far better for some children. Adult to pupil ratios are far lower in schools than in nurseries so children do need to have a high level of independence if they are to enjoy and succeed at school.

The school's standard admission number is 30 pupils for each year group. Occasionally year groups will be larger than this and the LA will make every effort to admit all pupils who live in the designated area (Thorney Island) and whose parents wish them to attend Thorney Island School. In September 2016 we admitted 58 pupils as the Local Authority provided the school with an extra class base to meet demand. We are expecting to admit 40 pupils in September 2019.

Meetings with parents of children who will be joining the Early Years Foundation Stage Class at the beginning of the school year are held in advance of the date of admission so that general information about the school can be made available. Parents can then have the opportunity to look around the school and discuss any questions they have with the headteacher, while their children are invited to meet the teacher and to join in various activities. The school is open to all children from the local area, both able-bodied and disabled and, as the building is of a single storey design, access for the physically disabled is not a significant problem.

A separate document is available setting out the Authority's policy and arrangements for admission to its schools, including transfer between schools, and general provision of primary and secondary education. This document may be obtained, free of charge, from the Education Department, County Hall for schools maintained by the Authority. It is also available for reference in public libraries throughout the county.

The address of the Admissions Office is Admissions Team, Education Office, Centenary House, Durrington Lane, Worthing, West Sussex, BN13 2QB; telephone number 033 301 42903.

## **SCHOOL TERM DATES**

### **AUTUMN TERM 2019**

Term starts: Monday 2 September 2019  
Half-term: Monday 28 October 2019 - Friday 31 Oct 2019 (inc)  
Term ends: Friday 20 December 2019

### **SPRING TERM 2020**

Term starts: Monday 6 January 2020  
Half-term: Monday 17 February 2020 - Friday 21 February 2020 (inc)  
Term ends: Friday 3 April 2020

### **SUMMER TERM 2020**

Term starts: Monday 20 April 2020  
Half-term: Monday 25 May 2020 - Friday 29 May 2020 (inc)  
Term ends: Monday 20 July 2020  
Early May Bank Holiday: Monday 4 May 2020

### **IN-SERVICE TRAINING DAYS**

The school will be closed for 5 days during the academic year 2019/2020 whilst staff undergo training. You will be notified of the dates once they have been set.

### **SCHOOL TIMES**

School begins	8.50am
Lunch	12 noon
Afternoon session begins	12.55pm
School ends	3.05pm

### **TEACHING HOURS**

Government Guidelines	Thorney Island School
KS1 - 21 hours	KS1 - 22 hours
KS2 - 23 hours 30 mins	KS2 - 24 hours